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ABSTRACT

This strategy plan for training personnel addresses the goals, objectives, and recommended strategies for managing human resources development within the Wildlife, Fisheries, and Special Status Plants Program. It provides a justification for developing human resource programs to maintain a motivated, energetic workforce; goals and objectives of the plan and background on training are presented. It describes five categories of training: orientation, entry level, advanced professional, career/professional development, and mandated. Two types of training delivery methods are detailed: formal and informal. A two-part employee development model is presented. The final section contains recommended strategies that have been developed to meet the current and future training needs of wildlife/fisheries professionals. A brief background statement precedes each strategy recommendation. The recommended strategies are divided into these categories: training delivery, training evaluation, current and future training needs, competency models, and coordination. Appendixes include the following: Bureau of Land Management's Career Development Program Framework; employee development model; training and other developmental materials; plan implementation strategies/actions with action to implement, comments, and lead office indicated; and estimates of plan implementation costs. (YLB)

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U.S. Department of the Interior Bureau of Land Management

Strategy Plan for Training Personnel in BLM's Wildlife, Fisheries, and Special Status Plants Program

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Strategy Plan for Training Personnel in BLM's Wildlife, Fisheries, and Special Status Plants Program
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Strategy Plan for Training Personnel in BLM's Wildlife, Fisheries, and Special Status Plants Program

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Executive Summary

In 1987, the Bureau of Land Management's (BLM's) Division of Wildlife &Fisheries began implementing *Fish and Wildlife 2000*, a national strategy plan for wildlife, fisheries, and special status species resources on public lands. The plan outlines the goals, objectives, and recommended strategies for managing the fish and wildlife program in BLM through the year 2000. This *Strategy Plan for Training* addresses the goals, objectives, and recommended strategies for managing human resources development within the Wildlife, Fisheries, and Special Status Plants (WL/F/SSP) Program.

BLM has long recognized that the most important resources it manages are the people who carry out the day-to-day operations, from the field specialists in the Resource Areas to the program leaders and managers in the State and national offices. Without a dedicated, diversified, and well-trained workforce to conduct studies, contribute to land use plans, write and implement activity plans, and carry out the many other activities that comprise BLM's mission, true multiple-use management will be impossible to carry out.

To address the needs of the workforce within the WL/F/SSP Program, a team of specialists, managers, and outside experts was assembled to prepare this plan. Recognizing several opportunities for improving career development for specialists, the team made recommendations that may be divided into five categories. These categories are described in the Recommended Strategies section. In summary, the team recommends the following:

Training Delivery

- Analyze the current wildlife, fisheries, and special status plants training program and develop alternatives for meeting existing and future training needs.
- Increase the amount of decentralized training.
- Define a training role at the State and District program leader level to be implemented by State Directors/District Managers.

Training Evaluation

- Have supervisors evaluate the content and relevancy of training attended by employees.
- Survey line managers and supervisors to obtain feedback on the benefits of training.
- Have BLM's Phoenix Training Center (PTC) or some other BLM organizational unit develop a supervisory training course on "Managing Training: The Supervisor's Role" and make this course mandatory for all supervisors and managers.

Current and Future Training Needs

- Expand the training needs assessment process; incorporate ecosystem management needs for all BLM employees.
- Establish training priorities that are in line with BLM priorities.
- Maintain a comprehensive training curriculum to meet current and anticipated training needs for all wildlife and fisheries employees.
- Conduct periodic advanced-level workshops for wildlife and fisheries biologists, botanists, and line managers on current issues facing the program.

Competency Models

- Expand development of a wildlife, fisheries, and botany Employee Development Model (EDM) similar to the one outlined in Appendix 2. Incorporate new employee roles and activities relative to ecosystem management.
- Share information on EDMs and incorporate it into supervisory training to encourage implementation by specialists and supervisors.
- Use WL/F/SSP personnel competency models to upgrade existing knowledge and skills enhanced with training.
- Identify and implement career development opportunities at all levels of the organization.

Coordination

- Work with academic institutions to obtain well prepared, qualified, entry-level employees.
- Encourage major universities and colleges with wildlife, fisheries, and botany curricula to establish courses to prepare students for careers in multiple-use agencies like BLM, and reinstate cooperative education programs with those institutions.
- Encourage major universities and colleges to create and use public relations, marketing, political science, and public lands history courses.
- Examine career management programs of other agencies, professional organizations, and private companies in order to ensure that BLM is using current, state-of-the-art approaches.
- Increase effectiveness and scope of training while decreasing overall costs.
- Establish an interagency work group to share and disseminate information and ideas about training and to increase opportunities for coordinating training when possible.
- Implement interagency agreements, memorandums of understanding, and cooperative agreements that facilitate joint development of training with State and Federal agencies, and with nonprofit and professional organizations.
- Identify and incorporate technical information and training opportunities from non-Bureau sources into Bureau programs.

Introduction & Purpose

"It is the policy of the Bureau of Land Management to enhance the careers of its employees by encouraging self-development, supervisory counseling and pursuit of professional goals. We consider it important that individuals grow and develop while contributing to the accomplishment of our mission—multiple-resource management of the public lands" (BLM's Career Development Policy Statement, 1987).

In 1987, the Bureau of Land Management's (BLM's) Division of Wildlife and Fisheries began implementing a national strategy plan for wildlife, fisheries, and special status plant resources on public lands. That plan, titled *Fish and Wildlife 2000*, outlines Bureauwide goals and objectives for managing the wildlife and fisheries program between now and the year 2000. This plan addresses the goals, objectives, and recommended strategies for managing the human resource component within the Wildlife, Fisheries, and Special Status Plants Program (WL/F/SSP). It was prepared to 1) address the training needs listed in the Wildlife and Fisheries Career Management Team Report (Mills et al., 1987) and 2) develop a logical approach for the training and career development of employees in the WL/F/SSP Program.

The Bureau has long recognized that the most important resources it manages are the people who carry out the day-to-day operations, from field specialists in the Resource Areas to program leaders and managers in the State and national offices. An important component of multiple-use land management is missing without a sufficient, dedicated, and well-trained workforce to conduct studies, contribute to land use plans, write and implement activity plans, conduct on-the-ground management, and carry out the multitude of other activities and initiatives that occur daily within BLM.

To address the human resource development needs within the WL/F/SSP Program, a team of specialists, managers, and outside experts was assembled to develop this plan. BLM is initiating and implementing the Career Development Program (CDP), which provides a framework of career training and activities that will improve the satisfaction and productivity of employees (Appendix 1). The CDP consists of seven categories: 1) New Employee Orientation, 2) Employee Excellence, 3) Careerist, 4) Professional Development, 5) Management and Leadership, 6) Advanced Leadership, and 7) Senior Executive Service (SES) Candidate Development.

The Strategy Plan for Training Personnel in BLM's Wildlife, Fisheries, and Special Status Plants Program outlines strategies for implementing components of the CDP that benefit wildlife, fisheries, and botany professionals. The plan has been designed to fit into the overall framework of the Bureau's CDP (Figure 1) by incorporating existing training and career development opportunities, as well as other opportunities listed by wildlife, fisheries, and botany employees and the authors of this plan. Similar plans will be prepared in the future for other programs in order to successfully implement the Bureau's CDP.

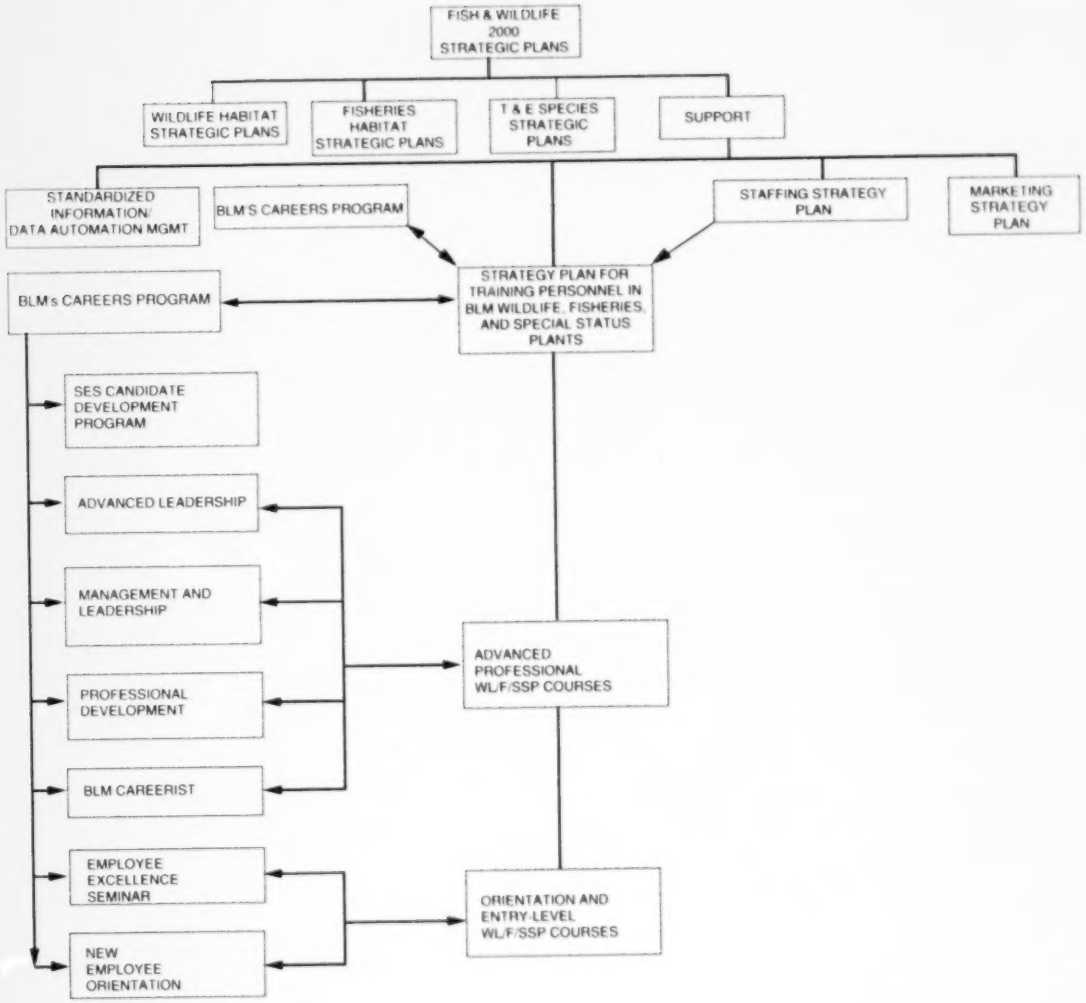
FISH & WILDLIFE 2000 STRATEGIC PLANS
WILDLIFE HABITAT STRATEGIC PLANS
FISHERIES HABITAT STRATEGIC PLANS
T & E SPECIES STRATEGIC PLANS
SUPPORT
STANDARDIZED INFORMATION/ DATA AUTOMATION MGMT
BLM'S CAREERS PROGRAM
STAFFING STRATEGY PLAN
MARKETING STRATEGY PLAN
BLM's CAREERS PROGRAM
STRATEGY PLAN FOR TRAINING PERSONNEL IN BLM WILDLIFE, FISHERIES, AND SPECIAL STATUS PLANTS
SES CANDIDATE DEVELOPMENT PROGRAM
ADVANCED LEADERSHIP
MANAGEMENT AND LEADERSHIP
PROFESSIONAL DEVELOPMENT
BLM CAREERIST
ADVANCED PROFESSIONAL WL/F/SSP COURSES
EMPLOYEE EXCELLENCE SEMINAR
NEW EMPLOYEE ORIENTATION
ORIENTATION AND ENTRY-LEVEL WL/F/SSP COURSES

Figure 1. Relationship of Strategy Plan for Training Personnel in BLM Wildlife, Fisheries, and Special Status Plants Program to Fish and Wildlife 2000 and BLM's Careers Program.

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Justification

Demographic changes in the WL/F/SSP Program over the next several years (i.e., annual turnover of positions, recruitment, advancement, and retirement) will affect training and career development needs of the workforce. The WL/F/SSP Program largely consists of people who are approaching the middle of their careers (Table 1). Assuming that the average person works for 30 years in the Federal service, most of this same workforce will work at least 11 more years before retiring. Many will remain in the WL/F/SSP Program for two reasons. First, many biologists do not plan to move into management positions. Second, management positions are limited, and competition for those positions has grown significantly in the past 10 years and shows no sign of diminishing. As a result, the Wildlife Program and the Bureau as a whole will face an ever increasing challenge to develop human resource programs that will maintain a motivated, energetic workforce.

In order to efficiently manage fish and wildlife habitat on the public lands, BLM strives to anticipate the needs of the WL/F/SSP workforce to maintain suitable skill levels while improving professional and technical expertise.

Table 1. BLM Wildlife, Fisheries, and Special Status Plants Personnel Demographics

Demographic Element	Current Professionals 1986	1993 Projections
Works in District or RA Office	85%	85%
No. Years in Place	6.2	13.2
No. Years Worked for BLM	10.1	17.1
Total Years of Federal Service	13.0	20.0
Average GS Grade	10.6	10.6

Source: Adapted from Mills et al., 1987.

Goals & Objectives

The goals of this plan are to provide fisheries, wildlife, and botany personnel the tools to become or remain motivated and technically competent, and to provide supervisors and line managers with strategies to help develop employees through training and other career development activities. This plan also outlines a career path and describes typical skills required at different career stages.

The objectives of the plan are as follows:

1. Describe an EDM to guide development and implementation of WL/F/SSP training in the Bureau.
2. Summarize existing and future training needs for the WL/F/SSP Program and for ecosystem management.
3. Recommend strategies to implement this plan and achieve its goals and objectives.
4. Identify formal and informal training that meets WL/F/SSP needs.
5. Describe the roles of the supervisor and employee in career development.

Background on Training

Between 1976 and 1980, BLM's WL/F/SSP Program entered into a new era. After the passage of the Federal Land Policy and Management Act of 1976 (FLPMA) and a court order requiring the preparation of grazing environmental impact statements, BLM hired the largest number of wildlife and fisheries specialists in its 30-year history. Between 1974 and 1981, the number of wildlife biologists, fisheries biologists, and botanists grew from 95 to 366. Appendix 6 shows staffing levels in the program as of July 1992. Most of these specialists were recruited into BLM directly from undergraduate or graduate programs at colleges and universities. Most were largely ignorant of BLM and the role they would serve in the largest land management agency in the Federal Government.

The need to orient and train these employees was recognized in 1980 when a task group was formed to design a training curriculum to give new biologists skills to effectively perform their jobs. The outcome of this group effort was a 14-week training course at BLM's Phoenix Training Center (PTC) coordinated by a permanent wildlife training coordinator on the PTC staff.

This long-term wildlife course ran successfully until 1984, when a combination of budget and personnel cuts led to its suspension. Since 1980, the Bureau has experienced a 26 percent decline in the number of wildlife specialists (Audubon Wildlife Report, 1987), largely as a result of attrition or reassignment of people into other program areas such as range, minerals, lands, planning, or natural resource specialties. Other wildlife specialists went into supervisory and management positions. The recruitment of new biologists or other specialists working in the program has greatly slowed since 1980.

After suspension of the long-term wildlife training at PTC, training needs were reviewed and efforts were begun to develop new courses that met the needs of a maturing workforce. Most of these courses were designed to meet technical deficiencies recognized by both managers and field specialists.

Types of Training

Nearly all training can be placed into five categories.

Orientation

Orientation training provides the basic survival skills needed for day-to-day functioning. Often such things as terminology, historical background of the organization, and definition of roles are included in this category. Orientation training does not usually present technical material that applies to specific jobs. The need for orientation training is increasing because of new recruitment under the *Fish and Wildlife 2000 Staffing Strategy Plan*. In PTC's long-term wildlife training program, students spent the first 4-5 weeks getting oriented to BLM and its multitude of programs. Today, PTC continues to provide orientation material in its wildlife courses. But most PTC training covers technical skills needed to do a specific job.

Entry-Level

Entry-level training focuses on skills needed to perform job tasks or requirements. Entry-level training is most often offered to employees new to their job or the organization, but new procedures, manual requirements, or changes in technology may require entry-level training of seasoned employees. For example, the Bureau's modernization effort in data management, applying Land Information System technology, and using personal, mini-, or mainframe computers will likely require massive retraining of most BLM employees. The first training in new technology that employees receive will be entry-level.

Advanced Professional

Advanced professional training improves existing technical skills, often referred to as journeyman-level skills. This training teaches individuals to do some aspect of their jobs faster, more accurately, or more efficiently.

Career/Professional Development

Professional or career development training mainly benefits the employee and is not necessarily driven by organizational or job require-

ments. Often it is defined as "intellectual, behavioral, or individual" training. While individuals usually benefit from this type of training, the knowledge gained may only indirectly apply to a specific job. Such training is usually targeted at advanced-level specialists trying to polish existing skills, achieve new personal goals, or obtain exposure to new ideas. Many continuing education courses at colleges and universities fit into this category. In BLM, many fish and wildlife biologists and botanists with several years of job experience obtain this type of training from the Introduction to Administration of Wildlife and Fisheries Program and the Advanced Leadership of Wildlife and Fisheries Program training courses, professional meetings, seminars, university-sponsored workshops and short courses, personal reading, and video or audio cassettes.

Mandated Training

Required by law, regulation, or the employer, mandated training usually focuses on improving or maintaining minimum standards for continued employment. Examples of training in this category include equal employment opportunity, defensive driving, safety, and supervisory training.

Mandated training will probably play a more visible role in BLM in the future for many programs, including the WL/F/SSP Program. One of the main values of mandated training is that it ensures consistency across the organization. It is also a good tool for implementing a new process in the organization.

Training Delivery Methods

The terms "informal" and "formal" are sometimes used to define types of training (Figure 2). Informal training is often customized by employees and their supervisors and plays an important part in employee development. Informal training can take many forms, such as shadow assignments with a senior specialist, details to other offices, special projects, or reading assignments. This plan lists several informal training opportunities in the Employee Development Model section.

Within the context of this plan, "formal" refers to any training that has gone through a design process where performance objectives were defined and the course was organized to teach skills needed to perform the tasks outlined in the objectives. Each year, BLM issues a *Manager's Course Guide* that lists training courses available to employees. Current course listings can also be queried on Phoenix Training Center's Automated Catalog. This computer bulletin board, which can be reached at 602-336-6626, provides course schedules, titles, locations, and descriptions.

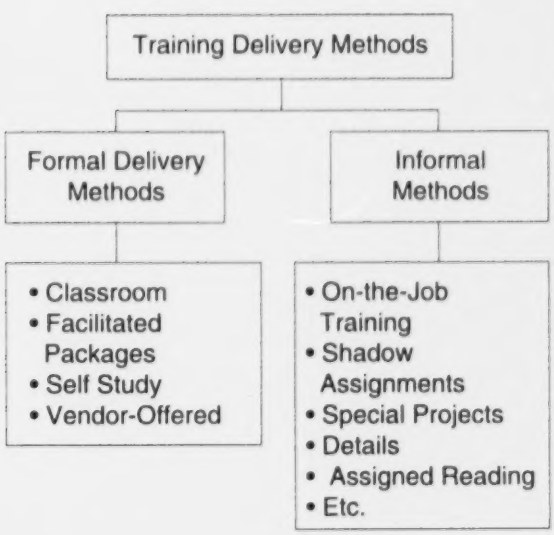

Figure 2. Training delivery methods used in BLM.

In BLM, four main methods are generally recognized for delivering formal training: (1) classroom, (2) facilitated packages, (3) self-study, and (4) vendor-offered.

Classroom training requires participants to convene in a classroom setting at a centralized point. Classroom courses are used to deliver information to large groups of people who often come from throughout the Bureau. Courses of this type are generally more dynamic than facilitated packaged training since the subject matter may be modified each time it is presented. Most classroom training in BLM is delivered at the Phoenix Training Center, Washington Office, Service Center, and National Interagency Fire Center.

Facilitated packaged training is designed to be taught at any location where enough participants can meet to make the delivery cost-effective. In the *Manager's Course Guide*, an "FP" code is used as part of the course number to describe facilitated courses. Facilitated packages are delivered by subject-matter specialists using instructor manuals designed for field use. Facilitated packages are most valuable when their course contents are not likely to change.

Self-study courses are designed for use by individuals at their home offices. These courses are often narrow in scope and cover subject matter not likely to change through time. They are also useful for providing introductory material for a subject or as prerequisite assignments to a classroom course. Self-study courses are shown in the *Manager's Course Guide* by the "SS" in the course number. For example, course SS6000-5, Aquatic Macroinvertebrate Sampling, is the fifth self-study course in the curriculum.

Vendor-offered training is developed and delivered by a non-Bureau source. These sources can include individuals, universities, nonprofit organizations, and other government agencies. Course numbers in the *Manager's Course Guide* beginning with a "PV" are vendor-offered courses.

Employee Development Model (EDM)

In most organizations the average employee progresses from an entry-level position to one requiring more responsibility, skill, and authority. The Employee Development Model (EDM) (Figure 3 and Appendix 2) approximates a typical career path for wildlife and fisheries biologists and botanists. It should be used as a guide by specialists and their supervisors, and modifications for specific needs or cases are encouraged. Although the model shows training that might help specialists select management paths, it is mainly directed at the employee who wishes to remain in a technical or staff role.

The EDM is divided into two parts. The first defines three recognized career stages (Stage I: 0-5 yrs., Stage II: 3-15 yrs., and Stage III: 12-30+ yrs.). Within each stage of the EDM, potential organizational roles, primary job activities, and corresponding skills and needs that could be enhanced by training or other developmental activities are described.

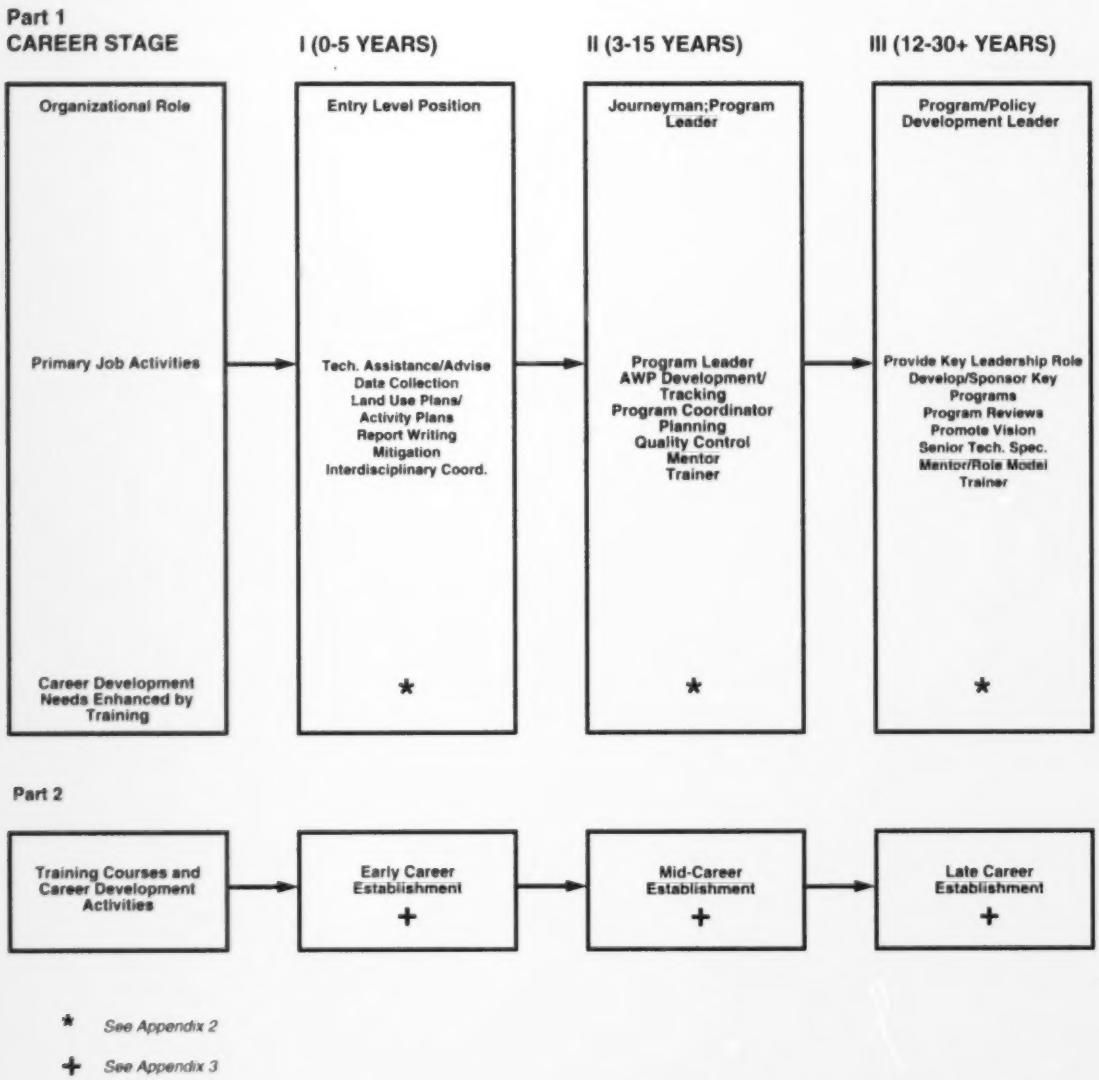

Figure 3. Flow diagram of two-part Employee Development Model for Wildlife, Fisheries, and Special Status Plants Program for three career stages (refer to Appendices 2 and 3 for details).

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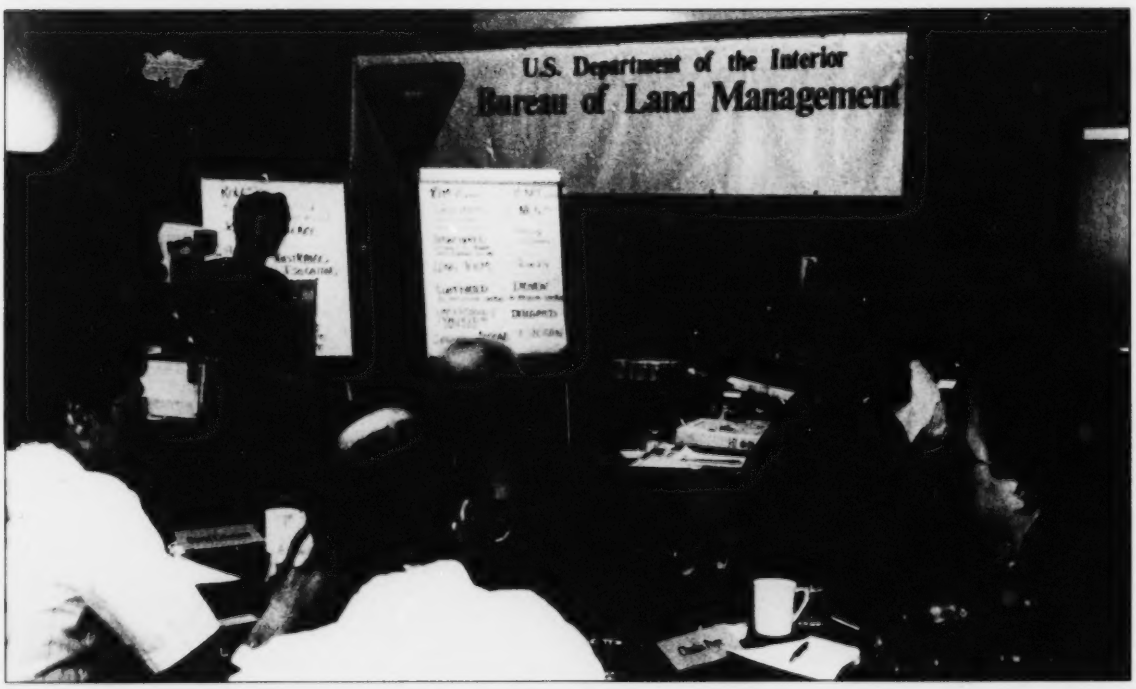
The stages in the EDM reflect several career development patterns usually experienced by WL/F/SSP specialists and other technically oriented professionals. First, technical skills expand from a narrow focus at Stage I to include broad biological and multiple-use programs at Stages II and III. Biologists need not become experts in other disciplines, but they must have enough knowledge and empathy to interact effectively with the public and other resource professionals, and be able to integrate fish and wildlife values or needs into BLM multiple-use programs.

The need for communication, leadership, and management skills is apparent at all stages. To be satisfied, productive employees at Stage I, new specialists must be able to listen, communicate, empathize, and demonstrate leadership skills for their resource programs as interdisciplinary team members. These skills must improve and expand at Stages II and III if specialists are to take on more complex assignments like serving as team leaders for coordinated activity plans or resource management plans, advancing into senior technical specialist or line management positions, or becoming effective team members on ecosystem management efforts.

The second part of the EDM lists training courses and career development activities that would help employees achieve the skills listed in each of the three career stages (Appendix 3). The examples include existing BLM training courses as they appear in the *Managers Course Guide* and other informal training opportunities.

The EDM does not directly address line management positions. But the training and career development activities outlined for all three stages would provide many of the people and program management skills needed by line managers. By emphasizing the need for communication or management skills at all stages, the WL/F/SSP Program hopes to develop highly productive and capable professionals that can easily move into supervisory or line management positions should they desire.

To be an effective tool, the EDM must be updated periodically to reflect demographic shifts in the workforce as well as current training needs of the WL/F/SSP Program.



Recommended Strategies

To meet the current and future training needs of BLM WL/F/SSP professionals, the following recommended strategies have been developed. A brief background statement precedes each strategy recommendation. The recommendations are summarized in the Executive Summary. Refer to Appendix 4 for actions required to implement the strategies and the designated lead office for each action. Refer to Appendix 5 for estimates of implementation costs.

Training Delivery

Background

Training needs assessments and studies like the Career Management Team Report have found that current training needs exceed the capability of the WL/F/SSP Program because of (1) the few people involved in managing training in the program and (2) the long turnaround time from need identification to course delivery. Training needs must be prioritized and the most efficient methods (both in cost effectiveness and delivery) for getting the training out where it will do the most good must be evaluated. Efforts need to be increased to decentralize as much training as possible. Decentralized training can include formal classes at state or regional locations, facilitated or self-study packages, and vendor-offered courses. To provide as much needed training as possible, both time and people must be invested in the effort.

Recommended Strategies

1. Analyze the current training program, select alternatives for meeting existing and expected needs, especially in ecosystem management, and analyze the costs of implementing each alternative.
2. Increase the amount of decentralized training in the form of facilitated training packages, videos, self-study modules, and formal courses.
3. Define a training role and responsibility at the State and District program leader level.

Training Evaluation

Background

Training is a way to develop satisfied, productive employees who are better able to do their jobs and are qualified for job and career mobility. Training also ensures that agency needs are being met. Most training is evaluated by instructors and trainees during or at the end of a course, but the effectiveness of a course is rarely evaluated after trainees return to their jobs.

Line managers and supervisors provide valid, essential appraisals of training program success. Their support is needed in sponsoring training programs, releasing employees to participate, and reinforcing the skills and knowledge learned in training back on the job. By definition, supervisors must play active roles in training and developing their employees beyond approving or denying attendance at courses.

Effective supervisors help determine employee training needs, facilitate attendance for employees needing training, and evaluate the overall success of the training back on the job. Critical to the overall effectiveness of any training program is the involvement of supervisors and managers in needs assessment, evaluation, and validation of training. This involvement ensures that needed training is recognized and delivered so that job deficiencies are eliminated.

Recommended Strategies

1. Require training participants to present a Resource Area- or District-level training briefing or short training session upon return from a formal training course. Have supervisors and line managers evaluate the content, presentation quality, and relevance of each session and submit

a brief written report or evaluation to the training coordinator. Formats for this evaluation should be developed by PTC and provided to supervisors and line managers.

2. Periodically survey line managers and supervisors of training participants to obtain feedback on the estimated benefits that the training provided and suggestions for improvement.
3. Have PTC or some other BLM organizational unit develop a supervisory training course on "Managing Training: The Supervisor's Role" and make it mandatory for all supervisors and managers.

Current and Future Training Needs

Background

Most training developed and delivered by the Bureau must be needs driven: it must meet a current performance need in the field. Periodic training needs assessments are necessary to determine the field needs and to ensure that training being offered is still meeting those needs. Needs assessments are the main tool used by PTC and the Program to manage the training curriculum offered to field specialists. An up-to-date needs assessment for the WL/F/SSP Program at all levels in BLM must be maintained. Once needs are recognized, they must be given priority so that the most urgent or critical training is offered in a timely manner. Training must continue to be managed as any other program with periodic reviews and evaluations.

Recommended Strategies

1. Regularly conduct training needs assessments for the Program's three major components (fisheries habitat management, wildlife habitat management, and threatened and endangered species management).
2. Establish training priorities that are in line with BLM priorities. Assess ecosystem management training needs.
3. Maintain a comprehensive training curriculum to meet current and expectedtraining needs for WL/F/SSP employees.
4. Periodically conduct advanced-level workshops for wildlife, fisheries, and botany specialists on current issues facing the program.

Competency Models

Background

Establishing standards or competency levels would allow supervisors and managers to compare an employee's skills and technical education to an accepted standard for positions, and then provide the outline for obtaining the training to meet any employee deficiencies. This approach would allow the Program to continually upgrade its cadre of expertise to meet new standards of excellence that the public and professional organizations will expect of BLM.

The responsibilities of WL/F/SSP Program people at all levels of BLM have changed dramatically over the past 10 years. The shift to the area concept placed responsibility for many program functions onto the Resource Area biologists. A reduction in some positions like fisheries biologists resulted in the transferring of those duties to individuals without formal education or training in fisheries management. Increased emphasis on other program areas, such as endangered species management, also increased the need for expertise in plant taxonomy, viable population analysis, and management techniques to maintain biological diversity. Public resources management is becoming more complicated each year. New technology, such as automation of resource information, is rapidly changing the face of BLM. Greater public awareness and involvement in the land use planning process have resulted in high agency visibility. With the greater responsibilities and visibility comes the need to be both accountable and credible.

Recommended Strategies

1. Complete the design of a WL/F/SSP EDM similar to the one outlined in Appendix 2. Review in light of developing roles in ecosystem management.
2. Implement the use of the EDM by specialists and supervisors in the annual training plan and individual development plan process for biologists at all levels of the organization.
3. Have supervisors and employees assess current workforce competencies using those outlined in the competency models developed. Incorporate recommendations into ongoing training activities to upgrade existing knowledge and skills.
4. Through a Bureauwide effort, annually determine career development opportunities (training, details, vacancies, assignments) at all levels of the organization.

Coordination

Background

To accomplish the following tasks, BLM must coordinate its fish and wildlife training with other Federal and State agencies, public and private organizations, and universities.

By increasing contacts with universities and colleges, BLM can influence the development of curricula that meet its needs for entry-level biologists. For example, to help prepare students for careers in land management agencies, courses should emphasize habitat management principles and techniques, environmental law and assessment, resource monitoring, sampling design, interdisciplinary coordination, and land use planning. More courses that emphasize history of public land management, agency missions, and organizational cultures will help reduce culture shock for biologists new to the agency. The benefit to BLM is reduced turnover of new employees, greater job satisfaction, and increased productivity and loyalty.

By forming an interagency training work group whose main mission is to share information on training needs, existing training courses, and opportunities for cooperation on the development of training courses or materials, BLM stands to benefit in several ways. The main benefit is an economic one. Often, several agencies share common training needs, and by

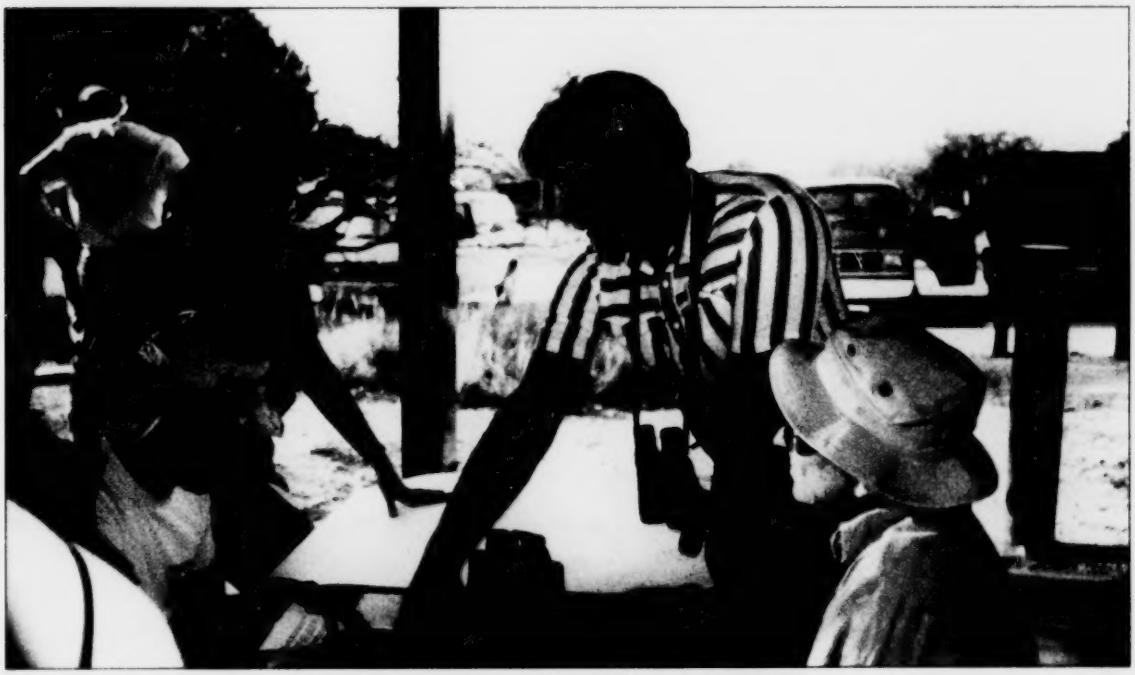
recognizing these needs BLM can share in the costs of developing and delivering new courses. Existing courses may meet the needs of several agencies, but may not be widely known.

Another benefit is obtained in the "cross pollination" and communication that occurs in a course with a mixed group of specialists from different organizations. Several private vendors who offer wildlife or fisheries short courses limit the number of participants from any one agency to enhance the diversity of ideas and discussions within a course.

Several nonprofit organizations can provide both financial and physical support for developing training programs. By tapping these resources, BLM could significantly increase the quality and number of training opportunities it provides, as well as improve its image and working relationships with these organizations.

Recommended Strategies

1. Obtain from academic institutions qualified entry-level employees who are well prepared to work within the organizational culture of BLM and understand the role of a biologist in a multiple-use agency.
2. Contact major universities and colleges with curricula in fisheries, wildlife, botany, and plant ecology, and discuss options for establishing academic courses that will prepare students for careers in multiple-use agencies like BLM.
3. Reinstate cooperative education programs with institutions that are willing to modify their curricula to meet BLM's needs.
4. Encourage the creation/use of public relations, marketing, political science, and public lands history courses on campus.
5. Increase effectiveness and scope of training for biologists and botanists.
6. Examine career management programs of other agencies, professional organizations, and private companies and determine actions that the Bureau could incorporate into its Career Development Program.
7. Reduce the overall costs of developing and delivering training.
8. Establish an interagency training work group with representation from the major land management agencies (U.S. Forest Service, U.S. Fish and Wildlife



Service, National Park Service, etc.), as well as State agencies. The main mission of this work group would be to list opportunities for developing training of mutual benefit and to share information and training materials.

9. Complete or amend interagency agreements, memoranda of understanding, and cooperative agreements to increase the coordination and support for joint development of training with nonprofit and professional organizations. Examples include modifying existing interagency agreements with the Forest Service, Fish and Wildlife Service, National Park Service, Environmental Protection Agency, and others to increase opportunities for joint ventures in training, cost sharing, and establishing mechanisms for paying tuition.
10. Monitor and identify training opportunities from non-BLM sources. Expand methods to incorporate technical information from non-BLM sources into Bureau programs.

Summary

The Strategy Plan for Training Personnel in BLM's Wildlife, Fisheries, and Special Status Plants Program outlines an effective approach to meeting the changing needs of the agency's most important resource—the dedicated people working at all levels of the organization. The WL/F/SSP Program has a unique opportunity to set a standard of excellence that it expects of its specialists and is willing to support through aggressive implementation of this plan. The benefits of implementing this plan are many. Trainees must feel that the information learned can be accepted by management and applied in the field. Probably most important is the message this plan sends to our workforce: "You are the most important resource we manage, and we are doing our best to ensure that you get the training and career development you need."

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Appendices

Appendix 1. BLM's Career Development Program Framework

	Beginning Through Journeyman Level Employee Development				Pre-Managerial to Executive Development		
	New Employee Orientation (New Employees)	**Employee Excellence Seminar (New Employees)**	**BLM Careerist**	**Professional Development**	**Management and Leadership (GS-9/11/12)**	**Advanced Leadership (GM-13/14/15) Plus GS-12 Area Managers**	**SES Candidate Development Program OPM (Executive Leadership)**
Recommended Career Schedule:	1 - 6 weeks	6 months - 3 years	Within 10 years	3+ years	5+ years	10+ years	15+ years
Lead:	State Training Officer	PTC	PTC	WO	SC	WO	WO
Conducted By:	Local Office	SO/SC/WO	All Offices	SO/SC/WO	SC	WO	WO/OPM
Recommended Target Group:	All	All	All	All Careerists	24 Per Session	21 Annually	3+ Annually
Prerequisite:	None	New Employee Orientation	Employee Excellence Seminar	Demonstrated Excellence in Chosen Field	Potential Managers Competitive Selection	Existing Line & Staff Managers Competitive Selection	GM-14/15
Objectives:	- To welcome new employees to BLM. - To provide community, agency, office, & job orientation to new employees.	- To provide the opportunity for new employees to increase their awareness & knowledge of BLM & how the agency manages its critical land management issues. Through their increase in knowledge & the emphasis on self-awareness & careers in BLM, employees will be able to more readily see how they can contribute to the agency's mission. They can better plan their careers & develop to the journeyman level for their career choices.	- To provide critical skills & knowledge training in organizational, legal, safety, communication areas, & in relating to the publics. - To understand BLM land management programs. - To achieve common skills & knowledge. - To achieve excellence in own program area & be proactive about BLM.	- To enhance motivation, define & raise the level of BLM productivity, improve performance & morale, upgrade the Bureau image, & seed the organization with energy & sharing. - To increase the stature & recognition for the career employee who chooses not to pursue a career in line management. - To find ways to enhance the accomplishment of BLM's mission. - To provide a series of options for competent careerists to enhance their personal expertise.	- To provide the opportunity for employees to ascertain their readiness for supervisory/ managerial positions & assist people in making their best career decisions. - To enhance employee competence.	- To understand & experiment with essential leadership strategies, skills, & abilities. - To demonstrate ability & to manage diversity & ambiguity. - To increase understanding of self & how to influence the workforce. - To sharpen the use of organizational & communication skills. - To understand the concepts of power, authority, conflict, configuration, & relationships to motivation & productivity.	Prequalify candidates for future SES positions.

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Appendix 1. BLM's Career Development Program Framework (continued)

	New Employee Orientation	Employee Excellence Seminar	BLM Careerist	Professional Development	Management and Leadership	Advanced Leadership	SES
Process:	Orientation checklist identifies required information to be given new employees through packets of materials for employee reading & through discussions with persons identified in the checklist.	Four-day seminar. Presented by state managers using a common employee excellence seminar package of materials covering the following presentations: - BLM History - Bureau Organization - State Programs & Issues - Futuring - Relating to BLM Publics - Interpersonal Skills - Resolution of Resource Conflicts - Individual Focus - BLM Careers - In Search of Excellence	Mostly done by self-study at employee's duty station. Required & optional training courses & activities are provided. Study is accomplished as scheduled by employee & supervisor.	A series of Bureau supported career employees to enhance their chosen profession. Through approved individual development plans, competent careerists participate in activities such as: - Leadership in professional societies - Intergovernmental assignments - Foreign assignments - Educational leave - Workshops & seminars - Writing professional papers - Details to other states - Assistance in publishing - Instructing & teaching assignments - Mentoring - Community outreach	Ten-day workshop. Assessment exercise with interviews, oral presentations, & leaderless group & personal effect components. Communication skills, human relations, counseling, management of BLM organization, resource conflict resolution, & management styles are some other components of the course. The course includes a review of individual development plans of the employees. They are given feedback regarding their managerial potential. Each employee must develop & complete a management project within 1 year.	Six-day workshop. Communication skills are reviewed. "Meyers-Briggs" survey interpreted & related to workshop learning objectives. A simulation exercise is conducted that is designed to facilitate the study of leader behavior. To reinforce learning, small group discussions, work group reports, & group feedback sessions are held. The session includes a presentation on leadership, a panel discussion with successful Bureau leaders, including the Director. Participants plan & prepare themselves to apply learning to job back home. Individual projects to improve personal work group functions are identified & developed. Individual development plans are finalized.	A year-long program of instructional & developmental assignments to prepare candidates for executive assignments. Includes: - Attending the Federal Executive Institute - An out-of-office developmental assignment

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Appendix 2. Employee Development Model

The model shows likely roles, activities, and training needs of people in the Wildlife, Fisheries, and Special Status Plants Program in each of the three career stages. The list includes training preparation for possible line positions.

Stage 1: Early Career Establishment Period (0-5 Years)

Organizational Role	Primary Job Activities	Career Development Needs Enhanced by Training
Entry-level professionals: - Co-op students - Bio-techs. - Botanists - Area biologists	- Provide technical advice and assistance. - Collect and monitor data. - Write technical reports. - Mitigate impacts. - Provide input for land use plans. - Facilitate interdisciplinary coordination. - Design and implement activity plans. - Represent the agency (informal contacts).	- Understand BLM and its evolving mission in relation to wildlife, fish, and plant biology. - Project professional competence and an ability to learn, including procedures, policies, organization/structure of office and agency. - Integrate WL/F habitat management with multiple-resource program. - Recognize and respond to user needs. - Understand and work within the BLM culture and deal effectively with other agencies and publics. - Demonstrate agency identification and loyalty, as well as professional integrity. - Develop an openness and tolerance of different values and management options. - Balance career, work, and family (dual careers) responsibilities. - Formulate and pursue career paths (likely with mentor and supervisor support). - Formulate and work within budgets. - Develop initial negotiation skills and learn to deal with conflict. - Work as part of a team. - Communicate effectively. - Perform staff work such as preparing reports.

Appendix 2. Employee Development Model (continued)

Stage II: Mid-Career (3-15 Years)

Organizational Role	Primary Job Activities	Career Development Needs Enhanced by Training
Journey-level program leaders: - Area biologists - District bios. - SO bios. - Botanists	- Design and implement activity plans. - Coordinate program and budgeting. - Develop and track AWP. - Coordinate with State agencies, local interest groups, and publics. - Provide quality control and program evaluation. - Mitigate impacts and resolve conflicts.	- Establish technical wildlife/fisheries effectiveness and productivity, plus understanding and appreciation of broad multiple-use areas. - Demonstrate ability to work with people and teams, and show leadership qualities inside and outside agency. - Cope with specialist versus generalist skill development needs. - Balance professionalism with organizational and political realities. - Expand skills to new areas and technologies. - Balance early career plans with current needs and realities.
Journey-level program leader and manager, RMP team member	- Determine policy and program direction. - Participate as an RMP team member and reviewer. - Select and train entry-level people.	- Accept responsibility. - Develop leadership skills. - Identify, develop, and implement good programs. - Derive satisfaction from accomplishments and success of subordinates. - Broaden managerial and leadership skills. - Increase tolerance of ideas; expand concern for human resources.
Mentor/role model coordinator	- Lead people and programs. - Mentor others. - Coordinate with Federal and State agencies, conservation groups, and other public land users.	
Trainer	- Provide on-the-job training and guidance to entry-level biologists.	- Cope with fear of obsolescence and challenge of young recruits.
Supervisor	- Supervise. - Perform staff work (issue analysis reports and recommendations).	- Develop supervisory skills. - Use analytical skills.

Appendix 2. Employee Development Model (continued)

Stage III: Late Career (12-30+ Years)

Organizational Role	Primary Job Activities	Career Development Needs Enhanced by Training
Program and policy developer and leader: - District and State biologists	- Provide conducive environment for employee productivity and adaptability. - Promote vision, confidence, and trust to release and reward talented people/programs.	- Learn how to deal with power and politics (internal and external). - Recognize and capitalize on potential opportunities. - Balance required direction to accomplish targets with freedom to dream and develop new direction appropriately. - Respond effectively to a changing future.
WO and DSC staff political coord. (internal & external)	- Develop and sponsor key programs. - Shield organization from disruptive forces. - Anticipate future problems.	- Identify, develop, and promote talented mid-level people. - Cope with challenge of youth, new ideas, and technology, and with change. - Cope with invitations for disillusionment and temptations to retire in place.
Mentor/role model	- Provide key wildlife leadership role. - Plan for futures/trends.	- Maintain proficiency in new skills and technologies.
Senior tech. spec.	- Function as Bureau expert in identified field.	
Trainer	- Design and implement state and national training. - Perform advanced-level staff work. - Build employee cohesion and commitment within program.	

Appendix 3. Training and Other Developmental Materials

Includes training suitable for Wildlife, Fisheries, and Special Status Plants Program employees at all three career stages.

Stage I: Early Career (0-5 Years)

Orientation

Formal Training Courses	BLM Course Number
Employee Excellence Seminar	See State Training Catalog
BLM Foundations	1400-6
Wildlife & Fisheries Program Orientation	(to be designed)
Entry-Level Wildlife & Fisheries Biologist Seminar	(to be designed)
BLM Careerist Resource Program Series	Under development;
Intro. to Range Programs	(6 facilitated pkgs.
Intro. to Soil, Water, & Air Programs	8 self-study pkgs.)
Intro. to Minerals Programs	
Intro. to Lands Programs	

Audiovisual Programs

Fractured Patterns - History of BLM	*N/A
The Public Lands: A National Treasure	*N/A
BLM in Retrospect - A Visit with Ed Zaidlicz	*N/A
Meeting The Challenge: Fish and Wildlife 2000	*N/A
For All to Enjoy: Recreation Along the Lower Colorado River	*N/A

Informal Training Activities

New Employee Orientation
Book "Opportunity and Challenge - The Story of BLM"
Publication "The First 50 Years for Wildlife Management in BLM" (in press, PTC)

* N/A = No number assigned. Request program by name.

Appendix 3. Training and Other Developmental Materials (continued)

Stage I: Early Career (0-5 Years)

Entry-Level

Formal Training Courses	BLM Course Number
Professional Resource Management-Wildlife Biologist	6000-1
An Introduction to Multiple Use	FP1400-1
Applied Wildlife Habitat Management-Multiple Use and Mitigation	6000-11
Visual Design Techniques for Surface Disturbing Activities	FP8400-2
Intro. to Fisheries Habitat Management	6000-16
Wildlife Economic and Productivity Analysis	FP6000-4
Managing Rangelands for Pronghorns	SS6000-1
Wildlife/Fisheries Information System	6000-5
Intro. to Remote Sensing Applications	9160-1
GIS in Resource Management	1730-7
Geodata Collection and Use for Ecosystem Management	1730-11
Basic Aerial Photo Interpretation	9180-2
Introduction to Geographic Info. Systems	9180-3
Intro. to Automated Digitizing System (ADS)	9180-8
Conflict Resolution	1730-8
Achieving Effective Communication	FP1400-4
Natural Resource Communication Workshop	PV6000-6
The Line/Staff Partnership	FP1400-3
Mastering Job Interviews	SS1400-9
Volunteer Program Management	FP1100-1
Managing BLM's NEPA Process	1600-6
Defensive Driving, Safety, CPR, First Aid, etc.	*N/A

* N/A = No number assigned. Request program by name.

Appendix 3. Training and Other Developmental Materials (continued)

Stage I: Early Career (0-5 Years)

Entry-Level (continued)

Audiovisual Programs	BLM Course Number
Legal Description and Land Status	SS2000-1
Vegetation Attributes	*N/A
Frequency and Density Methods	*N/A
Ecological Sites, An Intro. to	SS4000-2
Desired Plant Community	*N/A
Forests for the Future	*N/A
A Management Tool: Aquatic Macroinvertebrates	*N/A
Aquatic Macroinvertebrate Sampling	SS6000-5
Riparian Management and Channel Evolution	SS1737-2
Riparian and Wetland Management: Achieving Excellence	*N/A
Allotment Evaluation Process, The Rock Springs Approach	*N/A
Allotment Evaluation Process, The Vale Approach	*N/A
Cooperative Rangeland Management- The Riparian Approach	*N/A
A Special Job: Protecting Your Public Lands	*N/A
Dirtwork Series (O&G)	*N/A
Legacy Lost	*N/A
Modernization in Action	*N/A
Paria Recreation Planning	*N/A
Interim Management Policy for Lands Under Wilderness Review	*N/A

Informal Training Activities

Temporary duty with other resource specialists within and outside district
Acting assignments as district biologist
Attend professional society meetings
Keep current with scientific literature
Outside speaking engagements
  Schools, conservation organizations, service groups
Mentoring
  Select effective role model/mentor
  Develop mentor relationship

*N/A = No number assigned. Request program by name.

Appendix 3. Training and Other Developmental Materials (continued)

Stage II: Mid-Career (3-15 Years)

Advanced Professional

Formal Training Courses	BLM Course Number
T&E Species Management and Consultation	6000-12
Inventory/Monitoring of Special Status Plants	1730-5
Managing Habitat for Viable Populations	6000-18
Applied Biodiversity Conservation	1730-4
Intro. to Ecological Monitoring	PV6000-31
Habitat Evaluation Procedures	PV6000-9
Neotropical Migratory Bird Conservation	6000-35
Rangeland Ecosystems (title and number tentative)	1730-17
Bat Ecology/Management	6000-39
Coordinated Riparian Area Management	1737-1
Advanced Riparian Area Management	1737-3
Wetland Ecological Site Classification	1737-4
Wetlands/Waterfowl Management	6000-26
Fisheries Management	6000-22
Basin Surveys and Applications	PV6000-27
Fish Habitat Management	PV6000-21
Fisheries Program Management	PV6000-32
Interdisciplinary Team Building	1730-1
Multiple-Use Management of Wilderness	8500-1
Planning for Prescribed Burns	*N/A
Fire Effects on Public Lands	*N/A
Wildlife Management Workshop	PV6000-4
Principles of Wildlife Habitat Management	PV6000-7
Short Course for Professional Wildlife Bios.	PV6000-2
Managing Forest Structure and Composition	PV6000-24
Wildlife Habitat Management Short Course	PV6000-19
Intro. to Administration of Wildlife and Fisheries Programs	6000-15
Leadership and Communication Short Course	PV6000-20
Meeting Management and Facilitation Skills	FP1200-1
Marketing Resource Programs	(to be designed)
Watchable Wildlife: Spotlight on Diversity	8300-5
Professional Development	*N/A
Management and Leadership	*N/A
Leadership, Communications and Coordination	1730-15
Policies and Social Economics for Rangeland Managers	1730-16

* N/A = No number assigned. Request program by name.

Stage II: Mid-Career (3-15 Years)

Advanced Professional

Formal Training Courses (continued)	BLM Course Number
Wildlife/Fisheries Surveys: Statistical Design and Analysis	PV6000-33
Statistics Workshops and PC/Overview Short Courses	PV6000-29
Microcomputer Applications for WL/F Bios.	PV6000-14
Geographic Info. Systems for Advanced Users	9180-5
Cartographic Output System (COS)	9180-11
Resource Selection Studies and Mathematics Short Courses	PV6000-34
Environmental Management for Minerals	3000-19
Soil, Water, and Air Management	7000-1
Watershed Rehabilitation	7000-8
Audiovisual Programs	
On Becoming a Mentor	*N/A
To Serve the Public: The Freedom of Information Act	*N/A

Informal Training Activities

State workshops
Details
- SO, DO, PTC, WO
- Volunteer/seek out acting responsibilities (acting area manager, etc.)
- Interagency
- Interagency Personnel Act (IPAs) assignments

Professional society leadership roles, paper presentation
Write technical/nontechnical articles
Leadership in service organizations
- Toastmasters, Kiwanis, etc.

Mentoring
- Serve as a mentor to younger employees
- Develop mentor relationships

Instructor assignments
- At training courses
- Guest lecture at schools

*N/A=No number assigned. Request program by name.

Stage III: Late Career (12-30+ Years)

Advanced Professional

Formal Training Courses	BLM Course Number
Resource Policy, Values, and Economics	PV6000-22
Advanced Leadership of Wildlife and Fisheries Programs	6000-17
BLM Instructor Seminar	1400-4
Advanced Leadership	*N/A
SES Candidate Development Program	*N/A
Congressional Operations Institute Courses	Various
OPM Development Courses	Various
Meeting the Biodiversity Challenge	1730-3

Informal Training Activities

Details
- PTC, SC, WO, & other organizations
- Interagency
- Acting responsibilities
- Foreign assignments

Instructor assignments
- Guest lecturer at colleges
- Training design & delivery at PTC, elsewhere

Publish professional papers and popular writing

Mentoring
- Continue to get mentors/have effective relationships
- Be a mentor
- Recruit mentors

*N/A = No number assigned. Request program by name.

Appendix 4. Plan Implementation Strategies/Actions

Recommended Strategy/Action	Action to Implement	Comments	Lead Office
A. Training Delivery			
1. Analyze WL/F/SSP training program; develop alternatives for existing and future needs.	- Form task group at PTC - Mail survey to supervisors & specialists - Interview suprv. and line managers - Incorporate into training program - Analyze at 4-yr. intervals	Begin in FY 94 after EDM completed and interagency work group in place	TC-200
2. Increase amount of decentralized training.	- Do by details or w/interns; 2 per yr.	Video script, filming; A-V WMs; travel for filming	TC-200
3. Define training role at SO/DO Program Leader level.	- Develop guidelines for SO/DO prog. ldrs.; revise every 4 yrs. - Present under IB from WO-240 - Present at Prog. Ldrs. Mtg.		WO-240
B. Training Evaluation			
1. Supervisors evaluate content/relevancy of training attended by employees.	- Develop format for supervisors' evaluation - Issue IB to AFOs		TC-200
2. Conduct periodic surveys of supervisors and line managers to obtain feedback on estimated training benefits and suggestions for improvement.	- Conduct phone/mail survey of line mgrs. and suprvs. at 4-yr. interval - Develop validation	Lower intensity of survey annually	TC-200
3. Develop supervisory training course on "Managing Training: The Supervisor's Role"; make mandatory for all supervisors and managers.	- Design team, pilot, and offer course	HRDC/BMT decision to make mandatory for all suprvs./mgrs.	TC-200

Appendix 4. Plan Implementation Strategies/Actions (continued)

Recommended Strategy/Action	Action to Implement	Comments	Lead Office
C. Future Training Needs			
1. Expand the training needs assessments process.	- Perform training needs assessment; form task group, conduct mail/phone survey	Do every 4 yrs.	TC-200
2. Establish training priorities in line with BLM priorities.	- Coordinate with AWP and C.1 with input from WO-240 and HRDC		TC-200
3. Maintain training curriculum to meet training needs for all WL/F/SSP personnel (includes current/projected PTC budget).	- Coordinate with AWP and C.1 - Revise "Strategy Plan" - Resume offering 6000-1 in FY 94	Do at 4-yr. intervals	TC-200
4. Conduct periodic advanced-level workshops for WL/F/SSP and line managers on current issues facing program.	- Incorporate into Bureauwide or Prog. Ldr. Mtgs. annually - Conduct special workshops as needed (2-3 yrs.)		WO-240
D. Competency Models			
1. Expand development of a WL/F/SSP EDM similar to Appendix 2.	- Complete EDM in FY 94 - Get HRDC and BMT approval	Schedule to follow year after needs assessment	TC-200, in coordination w/ WO-240 & DSC
2. Implement the use of the EDM by specialists and supervisors.	- Distribute completed EDM to AFOs just before training plan development; then reference each year		TC-200
3. Supervisors/employees assess WL/F/SSP using competency model; incorporate into training activities.	- Form task group, conduct mail/phone surveys - Compile results and incorporate into training curriculum	Do every 4 yrs. Schedule to follow year after needs assessment	TC-200

Appendix 4. Plan Implementation Strategies/Actions (continued)

Recommended Strategy/Action	Action to Implement	Comments	Lead Office
D. Competency Models (continued)			
4. Identify and implement annually the career development opportunities at all levels of the organization.	- Compile list of career development opportunities Bureauwide; distribute to specialists just before training plan development (usually July)		TC-200 w/ WO-240
E. Coordination			
1. Obtain qualified entry-level employees.	- Advise SO personnel of EDM and Strategy Plan by TC		TC-200/ Hiring Ofce.
2, 3, and 4. Contact colleges with WL/F/SSP curricula to encourage/initiate courses that prepare students for careers in multiple-use agencies.	- Survey major college curricula for courses that prepare students for work in multiple-use agencies - Form task group to recommend changes - Distribute to colleges	Tie to needs assessment every 4 yrs.	TC-200
5, 6, and 10. Examine career management programs of other agencies, organizations, and companies that could be adopted into BLM's Career Development Program and would enhance WL/F/SSP Program career development opportunities.	- Survey other agencies, organizations, and companies - Compile and forward to HRDC and BMT w/ recommendations - Combine with E.1		TC-200
8. Establish an interagency training work group.	- Obtain approval from HRDC - Mail letter of invitation to other agencies - Meet annually		TC-200
7 and 9. Complete or amend IAs, MOUs, and Coop. Agreements that facilitate joint development of training with State, Federal, non-profit, and professional organizations.	- Complete or amend one MOU w/USFS USFWS, NPS, and selected State wildlife agencies each year - Initiate via interagency training work group		TC-200
10. Identify training opportunities from non-Bureau sources.	- Compile list from interagency training work group and with WO-240 input - Mail to AFOs before training plan (July) annually	Tie to 4-yr. needs assessment	TC-200

Appendix 5. Estimates of Plan Implementation Costs ($000)

Strategy/ Action	FY 94		FY 95		FY 96		FY97		FY 98		FY 99		FY 00	
	WM	$	WM	$	WM	$	WM	$	WM	$	WM	$	WM	$
A.1	2	10			2	10			2	10				
A.2	6	20	6	20	6	20	6	20	6	20	6	20	6	20
A.3			1								1			
B.1	1													
B.2	1		3		1		1		1		3		1	
B.3	3	20	1	10	1	10	1	10	1	10	1	10	1	10
C.1			1	6							1	6		
C.2	.5		.5		.5		.5		.5		.5		.5	
C.3	53	415	60	600	60	600	60	600	60	600	60	600	60	600
C.4			1	10			1	10			1	10		
D.1	1	5			1	5								
D.2	.5				.5									
D.3	2				2									
D.4	.5		.5		.5		.5		.5		.5		.5	
E.1		0												
E.2,3,4			2	8							2	8		
E.5,6,10			1	2							1	2		
E.8	1	2	.5	1	.5	1	.5	1	.5	1	.5	1	.5	1
E.7,9	1	2	1	2	1	2	1	2	1	2	1	2	1	2
E.10	5		1		.5		.5		.5		1		.5	
Totals	77.5	474	79.5	659	74.5	638	72	643	73	643	79.5	659	71	633

Appendix 6. Current and Target Staffing Levels for BLM Wildlife and Fisheries Related Sciences*

Office	Wildlife Current	Target	Fisheries Current	Target	Botanists Current	Target	Other Current	Target	Totals Current	Target
AK	12	14	9	7	3	5	4	87	28	113
AZ	22	39	3	6	1	7	11	55	37	107
CA	26	42	4	8	4	13	5	25	39	88
CO	18	17	4	8	1	8	4	44	27	77
ID	27	44	9	14	4	17	26	53	66	128
MT	18	25	2	5	1	5	1	28	22	63
NV	25	42	7	9	1	6	2	45	35	102
NM	23	39	1	2	2	13	2	44	28	98
OR	75	102	32	43	18	46	21	107	146	298
UT	23	27	0	6	2	13	6	45	31	91
WY	25	31	3	5	2	5	0	46	30	87
ESO	3	3	0	0	0	0	1	0	4	3
WO	2	4	1	2	0	1	4	1	7	8
PTC	4	4	0	1	0	0	0	0	4	5
SC	1	2	2	2	1	1	0	5	4	10
Totals	304	435	77	118	40	140	87	585	508	1.278

* Source: WFIS/Program Personnel Data Base, BLM Honeywell, Service Center, 10/1/93.

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This report outlines a strategy for the training and career development of specialists in the Bureau of Land Management's Wildlife, Fisheries, and Special Status Plants Program. The strategy is based on an Employee Development Model which describes the organizational roles, primary job activities, and corresponding skills associated with each career stage. Recommendations are made pertaining to training delivery, training evaluation, current and future training needs, competency models, and coordination.

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